

THE COMMUNICATOR

November 6, 2009

Dedicated to Informative Excellence

Issue 3 Fall 2009

In This Issue:

Page 4
Going Global

Page 6
Volunteering and Learning Abroad: The Peru Experience

Page 8
Health and Fitness with Dr. Wayne

Four Myths About WI Courses Debunked

Page 10
The Truth Behind BCC's Soccer Team

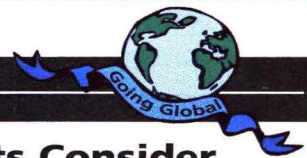
Page 11
The Freshman Experience – Thus Far

Page 12
Electric Bikes: Just Ride Them

Page 14
Scholarship Opportunities for BCC Students

AND MUCH MORE!

Going Global



Bronx Community College Students Consider How to Promote Peace and Stop Genocide

In an effort to develop global awareness in their educational experience, BCC students questioned how to stop genocide and promote world peace as part of an international educational initiative to expand their perspectives. Bronx Community College students wrestled with this weighty issue in a guided educational experience promoted by the College. Titled "Global Awareness, Tolerance and Understanding," this event is part of a semester-long program – *Global Perspectives* – to prepare students to fulfill the College's mission to "live within, profit from, and contribute to a 21st century global environment marked by diversity, change, and expanded opportunities for learning and growth."

Genocide is the deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious, or national group.

The co-curricular activities will extend in the form of theme presentations on specific dates from 2009-2010 (see page 16). They offer students and faculty unique learning opportunities to expand upon classroom instruction by reinforcing global learning through interdisciplinary and creative activities that prepare BCC students for an internationally complex environment.

From 8 a.m. to 8 p.m., speaker Amy Fagin, a visual artist, guided students from a number of cross-curricular classes in exercises that helped them to better understand the history and legacy of human atrocities in the 20th century and in earlier ages. This helped them to think about and discuss the halting of genocide and promotion of world peace.

Fagin utilized the art of the illuminated manuscript style (application of gold leaf on vellum paper developed in the 5th century to convey religious stories in painting and text) to represent the perplexing social themes on genocide and to foster awareness of mass atrocities. Each illumination, along with a descriptive text, was a visual story which represented a culture or a civilization which had been threatened or extinguished by the violence of genocide and mass annihilation.

Working in teams, students were guided through informational exercises in Colston Hall's Lower Level to look

for relationships between main themes in the illuminations and the selected texts. Students then stood and delivered presentations to their classes about their genocide findings.

Some of the historic atrocities included were:

Afghanistan (1213- 1221 Ghengis Khan); more recently in Afghanistan from 1974 – 1989 in which an invasion by the Russians resulted in some 1.5 million deaths and 2 million refugees;

Bangladesh in 1971 after an invasion by West Pakistan which resulted in 1.5 million deaths and 10 million refugees;

Cambodia from 1975-1978 which resulted in 2.2 million to 2.5 million deaths, one half to one third of the country's population;

China in 1911 in which 910,000 died during the fighting of warlords; the Crusades from 1095-1291;

The Democratic Republic of the Congo where 3.5 million people have been killed since 1978;

Hiroshima, Japan, on August 6, 1945, when the United States dropped the atomic bomb which resulted in the killing of 80,000 to 140,000 people and again on August 9, 1945, when the U.S. dropped a plutonium bomb on Nagasaki;

Germany when 5 million to 6 million Jews were killed by the Germans in World War II.

The academic exercise brought together students from Professors Christina Sassi-Lehner, David Blot and Robert Primavera's English classes as well as students from classes from other academic departments. "This is a wonderful opportunity for students to step out of their classroom and to learn about an important subject," stated Sassi-Lehner.

"This exercise is important because students need to learn about the history of genocide so that we can eradicate genocide on the planet," stated Fagin.

Going Global continued on page 4



Students from Professor Christina Sassi-Lehner's (second from left) English class and Amy Fagin (left), speaker and visual artist, presenting findings on genocide to fellow class members.

Letters to The Communicator Editorial Policy and Disclaimer

The Communicator urges students to respond to articles and editorials found in this newspaper. We also urge you speak out on issues that matter to the college community, as well as your neighborhood, the city, state, nation and world-at-large.

The views expressed in published letters are solely those of the writer and do not necessarily represent the views of The Communicator.

- We reserve the right to shorten any letter submitted due to space considerations.
- We reserve the right to refuse publication to any letter due to space considerations, as well as those letters deemed inappropriate because of profane language, non-verification problems and/or slander.
- No letter will be published unless the author submits his or her name, and telephone number.

Submissions should be emailed to The Communicator at bcc.communicator@gmail.com.

The Communicator

If you are interested in having an article, editorial, letter or announcement included in The Communicator, it **must** be received by the following dates:

Deadlines

December

Tuesday, November 17, 2009

Please email all submissions to:
rowanandrewdavid@aol.com

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BRONX COMMUNITY COLLEGE SECONDHAND SMOKE PROGRAM EFFECTIVE: SEPTEMBER 1, 2009

PROGRAM INFORMATION SHEET

BACKGROUND

Effective September 1, 2009, Bronx Community College will start a new program on the prevention of the exposure to secondhand smoke (SHS) throughout the campus. This new program is based upon many years of science proving that major health problems are caused by secondhand smoke. Bronx Community College is responsible for providing a healthy environment for its entire community, which includes visitors as well. The program will promote the health of both our college community not challenged by health problems and our special needs members with asthma, diabetes, emphysema, cancer, cardiovascular conditions, etc., as well as children and seniors whose systems are not functioning efficiently. Precedence for this program has been established with the implementation at many colleges throughout New York State.

PROGRAM

Smoking will not be permitted within 40 feet of all building entrances and air intake vents. Signs will be posted at all entrances and air intake vents. Designated comfortable smoking areas, with outdoor ashtrays and tables, will be located at specific areas throughout the campus. Smoking area signs will be posted at these areas. Individuals should smoke within these areas and be sure that they extinguish and dispose their cigarettes into the ashtrays.

PROCEDURES

This program will be implemented with a friendly reminder procedure that will rely on the thoughtfulness, consideration, cooperation, and positive interaction of both smokers and nonsmokers. All members of the college community will be requested to remind individuals (including visitors) to please smoke within the designated areas. The Campus Public Safety Officers will remind the smokers of the new program by showing them the signs and indicating where they can smoke within the designated smoking areas.

EDUCATION, SUPPORT AND CESSATION PROGRAMS

This new program will periodically be publicized through all campus media to remind the entire college community of its purpose. The education, prevention and cessation programs of smoking will be included in courses within various Departments such as the Department of Health, Physical Education and Wellness in conjunction with special programs implemented by the College Health Services. Individuals who wish to stop smoking will benefit from these courses and special programs. These individuals will also be referred to off-campus resources such as the American Cancer Society and the American Lung Association, as well as encouraged to contact 866-NY-QUITS (697-8487) or visit www.nysmokefree.com.

EVALUATION

Emerging scientific research will be reviewed periodically to determine if new program recommendations will be needed and the goal of promoting a healthy environment is fulfilled.

Co-Sponsored by the Department of Health, Physical Education, and Wellness,
BCC Health Services, and BCC Student Government

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Cover campus news events
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and
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may be available.

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PRESENTS

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NOVEMBER 19, 2009 • MEISTER HALL RM 332

DECEMBER 10, 2009 • MEISTER HALL RM 228

TIME: 12PM TO 2PM



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Going Global



My Trip Home

By Timothy Roulhac

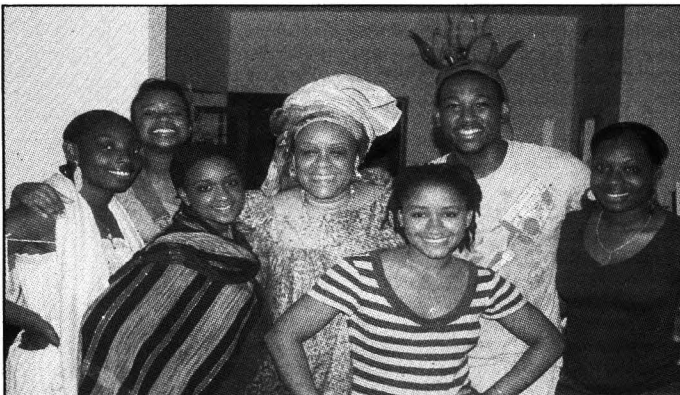
"My trip home" was an experience I won't ever forget. In fact I can't wait to go back home soon, so I can see my brothers and sisters again. You may be asking yourself, why is he so excited to go home? When I say home I mean Senegal, West Africa, the mother land and the origin of civilization. In June of 2009 I was selected to participate in the Senegal West Africa tour trip organized by the Men? Committee and supported by the BCC Black Male Initiative/SLASE. Like you, I too was shocked that BCC faculty and staff raised the money to even send me and a fellow BMI/SLASE member to Africa. In fact there are many student travel opportunities on campus that most students are not aware of. I encourage everyone to get involved in clubs and programs so that they won't miss any opportunities on campus. I remember my first year I didn't take advantage of the opportunities at BCC and now I wonder how much further I would be if I had used BCC as a success tool.

I was fortunate enough to have met Mr. Clifford Marshall, the director of S.L.A.S.E., and became a Student Leader. As a result I experienced one of the best highlights of my life. After "My trip home", I realized how unfortunate I was here in America. Over in Senegal I got a chance to live Senegalese culture. I engaged in events such as wrestling, which is very popular. I met college and high school

students and became aware of student life in Senegal. All my life I had a perception that people in Africa in general were not as modern as the rest of the world. I was truly

lived with the principal of the Senegalese American Bilingual School in Dakar the capital. She welcomed me and made me feel at home. I was introduced to Senegalese culture and met other American students traveling and studying in Senegal. I was privileged to have met them because I learned a lot about how students engaged in international travel have a broad understanding of the world.

My favorite moment in Senegal was when I jogged on the coast and sat on the beach just watching the waves. It was at that moment I saw the world differently and realized that success is not just to be accomplished in the classroom, it is also the feeling you have while on the plane ride back from another country. Meaning, learning other cultures can teach you how to become a part of the larger global community. In my opinion living in America it's like wearing a blind fold. Once again I encourage everyone to get involved and don't let these few years past you by. BCC and travel can have a larger impact on your life then you realize. In conclusion I believe that BCC and the campus involvement can alter your life just as it has done my mines.



BCC's Timothy Roulhac and Jerdene Allen (far right) with their host family in Dakar Senegal.

mistaken. Students in Africa do have the tools to be successful. However there are some significant problems in Senegal. My 8 day visit was a nonstop rollercoaster ride and I literally felt like I was from Senegal. In Senegal I

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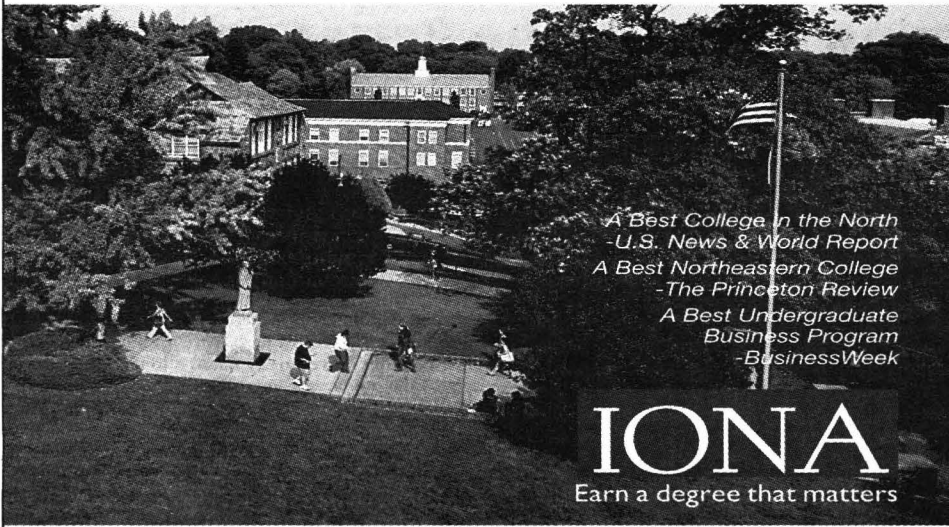
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GET INVOLVED!!
GET INSPIRED!!**

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Tuesday, November 17,
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Writer of the Month

Volunteering and Learning Abroad: The Peru Experience

By Daniel Robles

Going abroad to volunteer is like opening a box without knowing what is inside. There were so many plans and strategies that went according to plan while some other things relied on improvisation. My trip to Cusco was filled with enthusiasm since the beginning until the end, even though the challenges seemed somehow overwhelming at times: The first challenge that I faced, as anyone is expected in Los Andes, was the altitude sickness. Having to breathe at 11,000 feet above sea level is such a hard thing during the first day. When I started feeling the symptoms I made sure I took the necessary rest and effective medication (in this case the coca leaf that my host family offered).

The host family was amazing every since my first day. I was glad that the children were very friendly and did not hesitate to show their enthusiasm about their new friend. The family supported very much my project; they showed me around during the first day (in their vehicle) and always advised me in regards of the best shopping places. Besides the magnificence of Los Andes from the air, the kindness of my host family and the emotion of being immersed in the Inca civilization, my first great impression of their culture was their food. Everything tastes organic and pure, and their huge variety of corn, pepper, and potato made every plate a new discovery.

Cusco gives the impression that is a hard city to go around, but with the help of a map I realized how small the center of city is, and that is how I started my adventures in its streets of the Inca city all by myself. After I learned during the first day how to reach the center of Cusco, I would frequently go to the beautiful Plaza de Armas and the Plaza de San Blas (where the United Planet office is located).

My first visit to the project took place the day after I arrived to Cusco. I experienced my first major challenge on that day because the project (Atisunchis) was an extremely hard place to access, and the staff from United Planet guided you only once to teach you how to get there, but on your next visit you are expected to make it to the place (perhaps, because most volunteers travel in groups, and I was by myself visiting the project). During my third day I was forced to leave Atisunchis because I got completely lost trying to find the place by myself, and unfortunately I spend the rest of the afternoon figuring out how to get back to the bus route to make it back to the center.

I was introduced to AMAS, the project in which I stayed for the next two weeks, and it was relatively big (at least 40 children) in comparison to Atisunchis. Just like there were more children in the place, the poverty was even greater. The children were not well taken care of, and most of them were very sick, dirty, and their noses are always runny. The shock was not only to see the conditions in which they lived, it was, though, to see them so happy, kind, and excited about having a new professor. After the homework they play outside although it can be really cold when the sun sets down.

The first days in AMAS were tough because I was getting sick, and there are so many children needing tutoring that it was an unstoppable rush every afternoon. In AMASI tutored math, Spanish, and also helped with their homework. The conditions of the project are really bad. Everything is covered by the sand of los Andes, and during rainy season is a hazard due to the slippery mud.

Although I ended up really sick (since in

Peruvian culture these children show their affection by kissing you on the cheek and hugging you), I was doing the hard work at times such as carrying heavy buckets of water to the classroom and moving stuffs around. During my first days in the project I could guarantee that I went there to teach and to give, but by the time I left the project I was the one in need of their stories so I could really learn about life. I feel that I own AMAS more than I did just because they showed me a life that I had forgotten a long time ago.

As far as my immersion in their culture, the most significant event was the Inti Raimy (party of the sun) holidays. The streets of Cusco were filled with Inca symbols and celebration. As I started to make friends, I participated in numerous activities related to their holiday season in which locals always showed to be devout to their indigenous beliefs and traditions. Some of the

raised their hands to receive the sun of the New Year. Just being in the small temples inside of Machu Picchu, and seeing Wayna Picchu from the lowest point was not enough to appreciate the colossal beauty. We hiked Wayna Picchu, which is the famous mountain that has the shape of the nose as the tallest slope of the Inca face in the ruins it was very challenging, and to some extent very scary. Especially when I was not feeling too well during the days before and having spent several hours in the hot springs bathing in the volcanic waters. After spending a couple of hours ascending it, we finally made it to the top where the temple of the moon was. It is ultimately hard to precisely describe what being in Machu Picchu feels like.

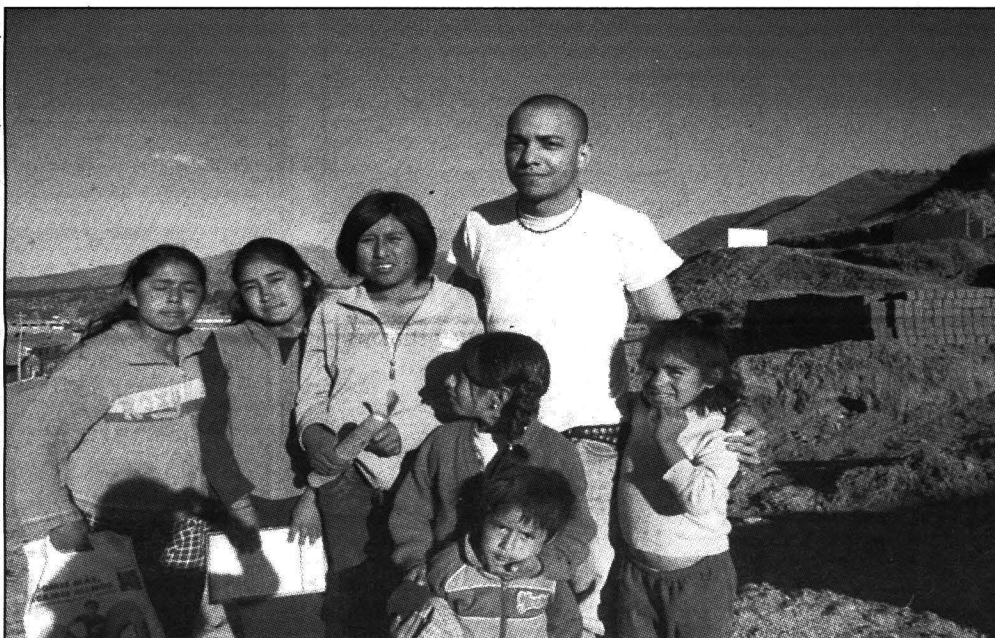
Another great thing about Cusco is the shopping places. Every place you could go to is so cheap in comparison to New York; I did buy many things every day without spending half of what I spend here just walking around the city. It is very interesting to see so many people supporting themselves from handmade jewelry.

After the weekend of the Machu Picchu trip, I went back to Cusco and continued the work with the children. I met great people from different parts of the world. A group of volunteers and I ended up hanging out almost every night in the small local bars, Plaza de Armas, and many other nice places where people usually go for walks. It was great to feel that there were many other people like me wanting to change something. We all felt a deep connection within the group of volunteers, and we helped each other whenever was necessary. The volunteer company was not as helpful in Peru as they were during the pre-departure sessions, but since the coordinator in Peru had an emergency trip to the Netherlands (Unfortunately his

mother passed away), the rest of the staff could not maintain the best organization when he was gone. After he came back he explained his situation to the volunteers who seemed a little frustrated at times. Their services were good overall. The Quechua lessons went pretty well, and the cooking lessons and dancing lessons were fun.

The most valuable lesson of my trip to Peru was to see how a small town can live in harmony with the nature, without the material world paranoia that is often seen in the more developed nations. I also realized that by being exposed to another culture, you start seeing your own culture differently and then you feel the need of becoming more opened to any other foreigner culture. Being there changed my life in so many ways, even though it took me a while to realize the impact that Cusco made in me. And that I realized when my plane took off from Cuzco, I was very sad to leave Peru, but at least with the hope to go back there in the future.

Daniel Robles received BCC's Michael Steuerman Legacy Fund Scholarship to volunteer abroad this past summer in Cusco, Peru. Applications for the 2010 scholarships will be available in early December. Please contact the National Center for Educational Alliances at 718.289.5164 for more information in December.



activities that I assisted were: the father's day celebration (in which the children from the center of Cusco dance traditional music and recite poetry as a tribute to the fathers), several street agricultural fairs, the main parade during the Inti Raimy, the gathering in the temple of the sun (in Machu Picchu during the winter solstice), a full tour around Cusco showing the remaining Inca temples and museums, and many other events in the school where my host family belongs. I totally fell in love with the Cusco music, the Afro-Peruvian, the instrumental "Zamponha" and the small guitars called "Charango."

The two days that followed my birthday were the two most incredible days of my life. We drove for many hours thought the mountains to get to the small town of Ollantaitambo, where we needed to catch the train, and then the bus for Machu Picchu next day. It was the most beautiful drive of my life. The clouds and the sky feel so close that it is hard to see the pictures without thinking that they were not taken from an airplane. By June 20th we were already in the most beautiful town in the world: Machu Picchu. The most sacred day for the Incas is June 21 where Machu Picchu is the place where the winter solstice can be seen in a closer connection with the nature.

We got to the ruins very early in the morning, in the hours where the Llamas are still asleep and the clouds are literally touching you. Machu Picchu is the most magical place in the world. It is so beautiful that it took me a few hours to finally start talking with the people around. The walls and the view transmit a sense of spirituality that I have never felt in any other place. We received the sun in the temple of the sun as everyone

The Poet's Lounge

FRIDAY, NOV. 13TH 2009
@ COLSTON HALL - LOWER LEVEL
6PM - 9PM

- Multiple original poems are required.
- A number of 2 rounds is standard for the competition.
- A popular celebration of the spoken word featuring a judged competition with CASH prizes for the most gifted poets.

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CUNY PIPELINE CONFERENCE FEBRUARY 19, 2010 CALL FOR STUDENT PROPOSALS

ALL CUNY students are invited to submit proposals.

The CUNY Pipeline Program is designed to provide educational and financial support to underrepresented CUNY undergraduates interested in pursuing the Ph.D. in preparation for college-level teaching and advanced research in any discipline except law and medicine. The CUNY Pipeline Program seeks to recruit students from groups currently underrepresented in our nation's Universities.

Guidelines

Submit a Title and a 150 word abstract
 Supply a letter of support from a CUNY faculty member

Formats

Paper/Powerpoint Presentations: Papers should be no longer than 12 pages in length. Powerpoints should contain no more than 20 slides.

Poster Presentations

Guidelines To Be Announced

Please contact: Yvonne Erazo, Scholarship Coordinator, Loew Hall, Room 428.

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Recurring Features

Health and Fitness with Dr. Wayne

Top Ten Reasons to Stretch

Flexibility is one of the five components of fitness and should be an integral part of your workout program. The Top Ten Reasons to help you remember why you should stretch:

1. Decreases muscle stiffness and increases range of motion. Stretching helps improve your range of motion which may also slow the degeneration of the joints.
2. May reduce your risk of injury. A flexible muscle is less likely to become injured from a slightly extensive movement. By increasing the range of motion in a particular joint through stretching, you may decrease the resistance on your muscles during various activities.
3. Helps relieve post-exercise aches and pains. After a hard workout, stretching the muscles will keep them loose and lessen a shortening and tightening effect that can lead to post-workout aches and pains.
4. Improves posture. Stretching the muscles of the lower back, shoulders and chest will help keep your back in better alignment and improve your posture.
5. Helps reduce or manage stress. Well stretched muscles hold less tension and therefore, leave you feeling less stressed.

6. Reduces muscular tension and enhances muscular relaxation. Stretching allows the muscles to relax. Habitually tense muscles tend to cut off their own circulation resulting in a lack of oxygen and essential nutrients.

7. Improves mechanical efficiency and overall functional performance. Since a flexible joint requires less energy to move through a wider range of motion, a flexible body improves overall performance by creating more energy-efficient movements.

8. Prepares the body for the stress of exercise. Stretching prior to exercise allows the muscles to loosen up and become resistant to the impact they are about to undergo.

9. Promotes circulation. Stretching increases blood supply to the muscles and joints which allow for greater nutrient transportation and improves the circulation of blood through the entire body.

10. Decreases the risk of low-back pain. Flexibility in the hamstrings, hip flexors and muscles attached to the pelvis relieves stress on the lumbar spine which in turn reduces the risk of low-back pain.



Next month, Preventing Injuries

If you have any questions or comments, please email me at: Wellness4all@yahoo.com

Be well.
Dr. Wayne
Health, Physical Education and Wellness

Four Myths about Writing Intensive (WI) Courses Debunked

The Write Stuff: A Column on Reading, Writing, and Critical Thinking at BCC

By Andy Newman

Myth #1: I don't have to take a Writing Intensive (WI) Course to graduate from BCC.

If you entered BCC in Fall 2004 or later, you are actually required to take two WI courses in order to graduate. BCC recommends (but does not require) that you take each course from a different division. All WI courses will require at least 12 pages of "formal paper" writing throughout the semester (not at once!), and 25% of your grade will be based on your papers. In addition to "formal papers", you will be expected to write short pieces like journal entries, responses to readings, "brain storms" and outlines.

Myth #2: I'm not an English major, so concentrating on writing is pointless.

This might be true, if the reason CUNY created WI courses was just to improve your writing. Actually, Writing Intensive courses are better described as "thinking and reasoning intensive" because their goals are to teach critical thinking through writing. In other words, writing is really just the tool used to sharpen your ability to reason, argue, and clarify your ideas. WI courses are based on the notion (proven many times over) that a person who learns to carefully form their ideas on paper will do the same in their head. Whether you are a math major or a working towards a future career in nursing, clear thinking and sound reasoning will help succeed in your field.

If you are like many BCC students, and plan on transferring to a four-year college after your time here, WI courses will be even more valuable for you. Not only will your practice at writing here give you a leg up when you continue your studies elsewhere, but your ability to think critically will put ahead of the game. All professors, regardless of their field, recognize a student who is a well trained critical thinker when s/he turns in work or even speaks up in class. A big part of the goal behind the WI requirement is to make you one of those "recognizable" students in your future classes here and elsewhere. The WI requirement was created to push you towards future academic success regardless of your field or major.

Myth #3: My English is not very good, and when my WI professor sees my papers, s/he is going to freak out and fail me!

As mentioned above, the primary focus in WI courses is to work on your thinking. Students who struggle with English face an extra burden, but professors in WI courses do not evaluate you solely on your fluency in English. Your ideas are what matter the most. The philosophy behind the WI courses is that thinking is the main focus, while the mechanics of writing come second. In fact, WI courses require multiple drafts of the same paper, meaning that the courses are a chance for you to practice your English writing in a setting which is safer than in a class where there is only a final term paper, with no extra chances. Nobody should pretend that learning to read and write English is easy, but WI courses can be a big help for you (especially if you can enroll in ESL training at the same time).

Myth #4: I won't need writing for my job, so why should I care about it at BCC?

This might have been true fifty years ago. But now, our economy has shifted in a way that the production of information is more important than the actual production of things. As a result, communication and writing are playing a bigger role at all levels of all industries, especially in a city like New York. Your ability to read and write (and above all, be a critical thinker) is a matter of survival in this tough economy, and as the American economy evolves, written communication is only going to become more important. More and more, the way you present yourself to your employer will take place through writing. Even jobs such as nursing and teaching, where most time is spent in face-to-face contact, are requiring more writing as you account for your work. And more than writing itself, employers look for employees who are critical thinkers, who can express their ideas clearly and convincingly in spoken and written contexts. The skills which you develop in WI courses might be the most valuable ones that you will acquire at BCC, whether you plan on going directly into the workforce or pursuing a four-year degree.

Andy Newman is one of BCC's six Writing Fellows (CUNY Graduate Center students who assist with Writing Across the Curriculum at BCC). For information on how writing fellows can assist students and faculty, especially in Writing Intensive courses, visit us online at: <http://www.bcc.cuny.edu/WAC/>. Also, for assistance from writing tutors, visit BCC's Writing Center.

STUDY/VOLUNTEER ABROAD FAIR

THURSDAY, NOVEMBER 19
12-2PM
COLSTON HALL,
LOWER LEVEL

- MEET STUDY ABROAD ADVISORS FROM THE CUNY SYSTEM!
- LEARN ABOUT THE DIFFERENT PROGRAMS CUNY HAS TO OFFER! OVER 80 PROGRAMS IN 24 COUNTRIES!!!
- HEAR ABOUT OTHER WAYS YOU CAN STUDY/VOLUNTEER ABROAD
- LEARN ABOUT SCHOLARSHIPS, GRANTS, AND FINANCIAL AID TO MAKE STUDYING OR VOLUNTEERING ABROAD A REALITY!
- MEET OTHER BCC STUDENTS WHO HAVE TAKEN ADVANTAGE OF THIS INCREDIBLE OPPORTUNITY BY STUDYING AND VOLUNTEERING ABROAD!

ALL STUDENTS WELCOME!

THIS IS AN OCD CREDIT EVENT

Join The Communicator Team!

Cover campus news events
Explore local, state, national
and global stories
Put your finger on the pulse
of the BCC community

The Communicator is looking for
Writers, Photographers,
Advertising representatives

Become part of our time,
and join
The Communicator today!
Work study and
Independent study
may be available.

Contact us at 718.289.5314 to
schedule an appointment.

English 20 / Journalism II (2 credits) Monday / 2 - 3.50 PM

This journalism workshop meets once a week and focuses on preparing news, feature, human-interest and investigative stories for *The Communicator*. Students will work with the instructor and will share their work for comments by their fellow reporters to hone their writing skills.

Students will:

- edit and prepare news copy for delivery to the printer
- work on advertising sales for each issue
- create individual blogs
- attend the **National Media College Convention** – CMA and the City at the **New York Marriott Marquis Times Square** with more than 1,000 other student reporters (and their faculty advisors) as well as students who work in other college media, including yearbooks, television, and radio.

Prerequisites are English 19 or English 11 and 12 (by permission only). Class size is limited.

**For more information,
please contact Professor Andrew Rowan (rowanandrewdavid@aol.com)**

Campus News

Students Demonstrate Against CUNY Cuts

By Afoda Mouzaffirou, Staff Writer

On Thursday October 22, 2009 BCC students mobilized to manifest their disagreement with the government's decision to cut the CUNY budget again this year. The demonstrators gathered in front of the BCC entrance on University Avenue, raised signs of protest while wearing bandages to symbolize the injury done to students by Governor David Paterson's latest round of cuts to CUNY and financial aid. "Stop the Cuts," "Make the Call to Assembly Member Castro and State Senator Serrano," and "Stop CUNY CUTS" were some of the opinions expressed on signs held by students.

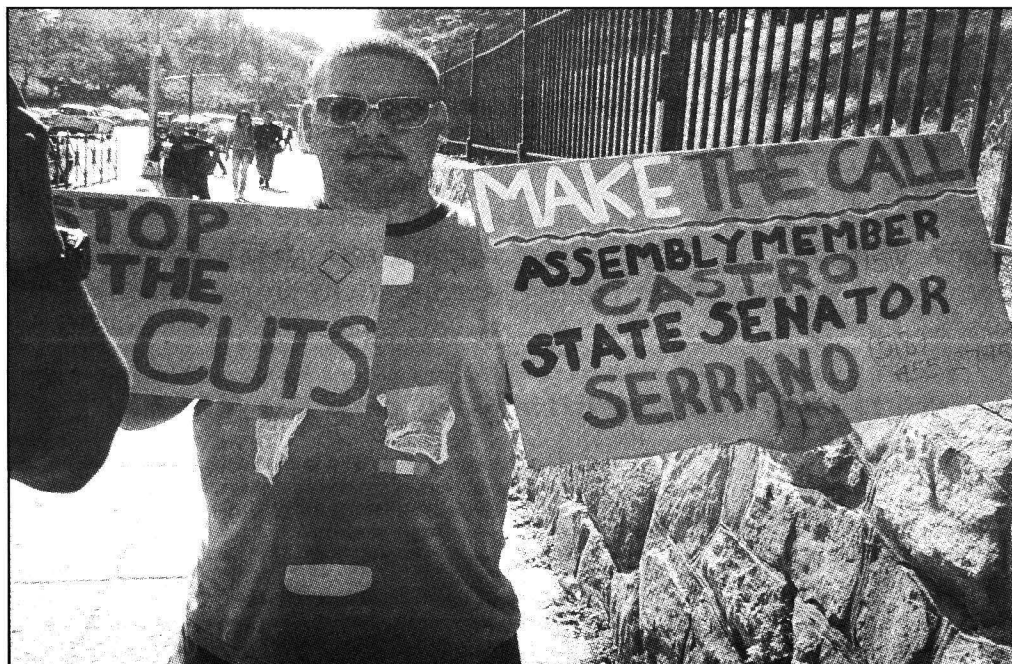
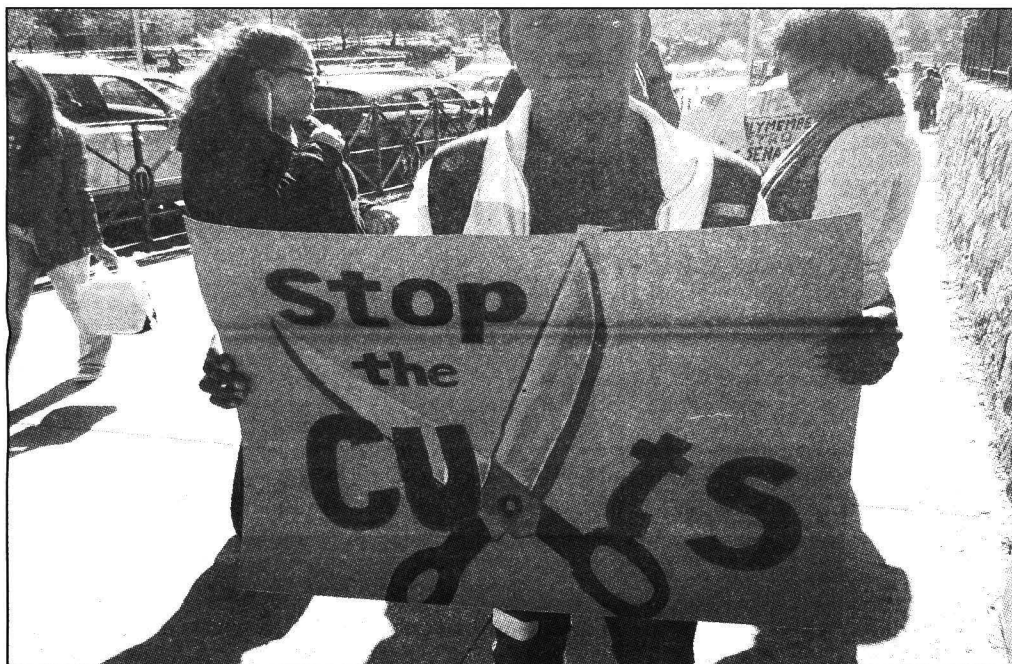
We all know the country is in a serious period of recession and every institution is concerned. But "attacking" only higher education and CUNY like this is not the best solution; it's like infanticide since education is the provider of our future leaders. The leaders of tomorrow will come from the CUNY campuses of today, and there is no state, government or institution that doesn't need leaders.

In fact, according to a NYPIRG (New York Public Interest Research Group) news release, CUNY

lost \$95 million in budget cuts last year, and this year the governor's latest proposals include plans to reduce Tuition Assistance Program (TAP) aid by \$120 per student, cut funding for opportunity programs, and cut the CUNY community colleges by \$10 million (\$260 per student). Also these hits come on top of the previous week's proposal from Governor Patterson to cut \$53 million from CUNY senior colleges.

We can't afford all this; it is enough. The governor has to search in other fields to close the state's deficit rather than discouraging underprivileged and economically stressed people from going to school. As BCC-CUNY students, we all are concerned by this situation, and we have to mobilize ourselves and fight against another unfair tuition hike and reductions in student access and services.

Make a call to the State Senator Jose Serrano at 518-455-2795 to urge the legislature to fight to restore funding for higher education.



The Truth Behind BCC's Soccer Team

By Afoda Mouzaffirou, Staff Writer

My name is Afoda Mouzaffirou, an engineering sciences major, and I am the captain of the Bronx Community College soccer team. My soccer team once again lost. This time against Nassau County Community College 1-2 last Thursday October 15, 2009 on Nassau County's home field.

It has been a very long tradition that BCC has played soccer without winning. Our records show only two games won out of 13 played during the 2007 season, three won in 2008 and, during this 2009 season, three games have been won from 11 played so far. We still have two home games to play - against the more organized college soccer team of Monroe College and the young formation of 37th Street in Manhattan - Globe Institute of Technology - led by the international Nigerian coach, Prince Harold. Our chances of winning are very weak since our team has lost against less organized formations like Eugenio Maria De Hostos Community College 1-2 and Kingsborough Community College 0-1 on their own installations (home field).

My team has shown more weakness, losing by big scores, allowing Orange County Community College to score four goals, Dutchess Community College (five) goals, BMCC (Borough of Manhattan Community College) (five goals) and - incredibly - 10 goals were scored against us by Ulster Community College, unbelievable but true. Detailing further, none of the CUNY games, that include BMCC, Hostos CC and Kingsborough CC, have been won.

As we used to say, "There is no smoke without fire." The relation of cause to the effect links those defeats to so many reasons. In fact, BCC is one of the numerous New York City community colleges with around 10,000 plus students from communities all over the world. From that diversity, only 18 people showed up to represent the college in men's soccer; just over one tenth of one percent of BCC's population. Though some players don't meet the standards of college level soccer, the head coach, Patrick Clarke, doesn't have any choice but to use them. The college itself lacks information and inspiration. Many students interviewed stated that they were unaware that a men's soccer team existed at all, and others believed there was not enough compensation and reward after missing their assignments, classes, quizzes and homework time to "play for the college" and getting nothing back. In fact, players don't receive anything from the college after a home game and receive only \$10 after away games. There is also a lack of equipment to make the players comfortable in performing their duties on the field. The only bit of equipment I've received from the team, that I could keep after the soccer season, is two pairs of soccer socks. The home and away uniforms and gear is collected after every game, and I have always played with my own soccer cleats, my own shin guards, my own under-armor to get protected from the cold, my own gloves if necessary, and even my own sweater or sports jacket - and so it is for most of my team mates.

Another problem we have is that the team lacks players with individual character, commitment, determination, and self-motivation. We never go to a game with the same number of players; some show up for one game - the next game it's another group that shows up. Also, we have the very big problem of acceptance of the reality as it is. In fact, our team is about 90% composed of a particular ethnic group who can be difficult to get along with. The team concept is living like in a family, while accepting the good and the bad fairly, and being conscious about what we are doing is missing in our team. Imagine an accidental thing like scoring against one's own club. It happened to me, and my own teammates were cursing me as if I was Judas in person.

Many things have to be done to improve our level, on the field and off. Acquiring better equipment for the team is a great way to increase the team pride. More effort in recruiting would bring more diversity to the team, better representing BCC and increasing student interest and participation. Each team member is important and every member's voice should be heard. If a better men's soccer team can be imagined, then a better men's soccer team can be achieved.

Campus News

The Freshman Experience—Thus Far

These students are in an OCD section taught by Professor Manny Lopez.

My name is Omar. I'm in OCD. My major is Business and my college experience thus far is good but not great. A couple of things that I like about Bronx Community College are the size and infrastructure of the campus. I also like the variety of programs, clubs and workshops provided to us by the school through our student fees. I dislike the neighborhood in which the College is located. And I wish we had an OCD teacher or somebody to inform us about things before we began our first semester to prevent mistakes.

My name is Nikita and I am a freshman at BCC. My major is Human services. I chose human services because I like working with people and also helping the society. I really like this College because the classes that I'm taking help me feel comfortable and allow me to open my social skills to benefit me for the future—especially OCD 01. I appreciate what is being discussed in class basically setting your long term goals. Now I feel I will establish my goals and reward myself after I have made progress. I rate my experience excellent because I know I will do great. I have not yet disliked anything about my experience thus far.

My name is Halid. This is what I do like in the college and what I do not like. I like the size of the campus, the existence of trees in the campus and the field for multiple sports. I like the interaction that exists between the campus staff, the professors and students. Also, I like the help provided by the campus to students with disabilities. I like the flexibility of the schedule so that anyone who wants to attend BCC can do so regardless of his/her busy schedule at work. I am impressed by some professors willingness to listen to students' concerns. But what I don't like so far is the smallness of some classrooms and also the fact that some professors are interested in finishing the program even if the students are not understanding. I don't like the fact that the security officers are walking without guns because having that will potentially scare any criminal activity that will take place.

My name is Anton. I am a Criminal Justice major. College is something new for a lot of people when they come from high school or they stop for a while and get back. I got in college one year after I graduated high school. My first month in college is nothing much that I did not expect. It is like high school just you have to read and study. I like BCC it is nice. I like that we have a campus and I like the library—it is big enough. I go there sometimes to study because it is quiet. There are some things that I do not like—it is the safety in the campus. Public safety should do more foot patrol inside and outside of the college. And, I do not like the purity of the class rooms and bathrooms are not clean enough. That's all what I can say for my freshman experience for a month.

My name is Denzil. My major at BCC is Liberal Arts. My freshmen experience here at Bronx Community College was not what I expected. Being that I am a transfer student from another school out of my community, I expected to feel more at home when I reached Bronx Community College. Since I started Bronx Community College I find myself more anti-social. Maybe it's me, but it seems that if you didn't have a friend prior to college in Bronx Community College, good luck finding one, because most come and go. Also another thing I dislike about Bronx Community College is the launch facility. Being in other college the food and treatment in the cafeteria is great, and a perfect place to hang out. The lack of entertainment on campus really makes me dislike it more.

Although the school launch is kind of low and entertainment is not any better. I do like the fact that you don't need a BCC I.D. to go into the library, last semester I lost my I.D. and I was still able to do some work. I also like the Hall Of Fame. I really like history, so a stroll in the Hall Of Fame here and there on my breaks never hurts.

With the Hall of Fame & the library, I feel BCC is not that bad if you are just trying to get your degree. But a little entertainment here and there wouldn't be that bad. Maybe there is some entertainment, maybe I just need to look for it, but to rate my experience so far in BCC I would say it is "FAIR".

My name is Melanie and I'm a freshman at Bronx Community College. Since my first day attending the school I've come across a lot of things that caught my interest and a few that turn me away. One of the main things I appreciate about the school is how helpful a lot of people on campus are from the Professors to my fellow classmates. Another thing I appreciate about the school is how many sources we have for help (i.e. writing center, bookstore, help desk, etc.) These are some of the things that will help me be a bit more successful in the school year. Yet as great as this campus is there are a few things, like I said before, that turn me away. Such as the random violence that's been going-on on campus. Being that I'm an evening student and I don't know too many people on campus it worries me. Another thing would be that sometimes my classes feel a little over crowded. At times I'll be in my classroom and someone would walk in to borrow a desk but there's really none left over because of the amount of people in the class to begin with. So with all that being said I'd rate my freshman experience an 8 out of 10 (10 being the highest). I'm looking forward to having a great year.

Richard – Major: Liberal Arts

My experience as a freshman so far has been terrible. Some of my teachers are unorganized and don't let you know what's going on in the class. My classes were dropped because my adviser at the time didn't tell me I had to validate. I'm not a full time student anymore because there was barely any classes left when I registered the second time. I'm transferring after this semester and I rate my freshman experience a 2 out of 5 (POOR).

Jose – Major: Business Administration / Freshman Experience: Good

Freshman Experience thus far has been pleasant and at times a tad bit difficult as expected in regards to juggling school & a professional career. I have found Bronx Community College to have plenty of resources that cater to the fundamental educational success of its students. In the form of the student assistance center, the writing center, & career development are examples of services provided which I feel are great.

One of the two things I dislike thus far in my experience was the chaos involved in registering for classes. Also the lack of communication on behalf of the school regarding my financial aid process in transferring codes from the original school I had applied to. Had I not been adamant about following up on it on my own, double & triple checking information I would not have been able to register for the Fall 2009 semester.

The second thing I do not like about my freshman experience is that professors do not tend to give breaks in classes that are scheduled to run over an hour and a half. It would be great if we were allowed to stretch out and or allowed some time to absorb the bombardment of information we are subjected to in the span of a few minutes.

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- » The Mercy College Honors Program offers competitive scholarships and laptops. Featured as a smart choice by *Smart Choices: Peterson's Guide to Honors Programs and Colleges*.
- » PACT is the country's premier program that pairs undergraduates with their own professional mentor to ensure career success.

OPEN HOUSE.

Join us on Saturday, November 14 at 10 a.m. at our Dobbs Ferry, Bronx and Manhattan campuses.

TO RSVP, visit www.mercy.edu or call 1-877-MERCY-GO.

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Social and Behavioral Sciences



MAIN CAMPUS - DOBBS FERRY | BRONX | MANHATTAN | WHITE PLAINS | YORKTOWN HEIGHTS

The Outside View

Electric Bikes: Just Ride Them

By Massawa Lawson

Now is the time for electric bikes. Get off the bus and ride. Get out of that cab and ride. Leave the car at home and just ride. Feel the wind in your hair, the sun on your skin and your heart race as you dodge potholes, pedestrians and petroleum-puttering people-movers. This isn't future tech, it is "today tech" and it is available right now.

You can walk into any "Toys R Us" store and for less than \$300; you can ride home silently and smoothly on an electric-assist Currie Technologies 2009 Ezip Trailz Women's Electric Bicycle. (The men's bike just \$200 more.) The price may seem high but, as my father always says, "do the math, Jack!"

Let's take a look at the numbers: at \$4.50 round trip, the bus is no bargain — that's \$22.50 a week (if you have to travel five days a week). In 4 weeks you would have spent \$90 to stand and wait; then stand and wait some more while crawling through traffic so you can walk the last 6 blocks because the Bx3 Bus runs so infrequently it isn't worth waiting for.

If you buy the EV bike, it would have paid for itself after fourteen weeks and then you will be riding for free (with a negligible cost for charging the battery). The time savings alone is worth the money. Riding door to door from home to a bike rack in front of your class is an incredible timesaver and you're getting a great pre-class mental work out plus some physical exercise depending on how much you choose to pedal.

This "Toys R Us" bike is far, far from the only option. You can search online for "electric bike" and spend weeks sifting through the ocean of options out there right now.

I'll focus on a few options that I've had some personal contact with starting with one (available from ebike-ny.com) you may have seen it at the Meister Hall bike rack. This is more of a scooter than bike; with floorboards and a large comfy seat. I asked a delivery fellow that I saw riding one how much it costs and he said it was around \$900. Now, this is a lot of money; at least it seems, until you DO THE MATH. This is 40 weeks of not riding the bus and saving time and money. This is free of insurance, an expensive driving school, passing a road test, searching for parking, paying for gas, etc.

The serious "green machine" awaits the true tinkerer on EBay, the online auction marketplace. You'll find there the parts to build a real "Millennium Falcon" that you can create using your existing bike as a base platform: adding the battery packs, motors, controllers and other parts your build requires or budget allows.

My own dream bike is the Ultra Motor A2B. This one is expensive at \$2699 (I have found one on EBay for \$1995).

But I have owned a few motorcycles, and one really lovely Italian scooter, so my requirements will be probably different from yours. I know that I want wide tires for stability at high speed and a good grip when mami y niño pop out of nowhere on Fordham Road.

While the price is very high, this is a well-engineered bike that I feel is worth the price. It is sold world-wide and is very popular in India where a motor scooter is often used as a station wagon to carry a family and all their belongings on unpaved roads for miles. If it can stand up to that kind of abuse it can handle my 4.3 mile solo commute with ease.

When I called Plug In Motor Sports (a company that also deals in electric motor bikes) for inquiries, shop owner Rick answered all my questions patiently and his shop carries all the accessories including bags, the range-doubling second battery and even a larger front sprocket for easier pedaling at top speed.

I spoke with BCC student Lyssette Valdez about her feelings on the subject of using electric bikes as an alternative to the current prohibitive cost of traveling. After looking at the scooter from ebike-ny, Lyssette said she would not want to spend more than \$200 because "That's all my budget allows. It would be great for my country (D.R.), especialmente para mi ciudad de Bani, donde todos usan motocicletas y bicicletas para llegar a sus destinos (especially in my home city, Bani, where everyone uses motorcycles and bicycles to get to their destinations)."

When asked if she would buy an electric bike, Lyssette's emotional response may echo that of many others' on campus, an emotion that keeps a lot of people on the bus and in the taxi. "Only for shipping home, I don't see myself riding a bike in NYC, es advergonzante (it is embarrassing); I'd rather take the bus."



The Ultra Motor A2B Electric Bike. (Source: UltraMotor.com)



An electric bike parked outside Meister Hall. (Photo: Massawa Lawson)

The Communicator Insertion Dates Fall 2009

Tuesday, November 17, 2009

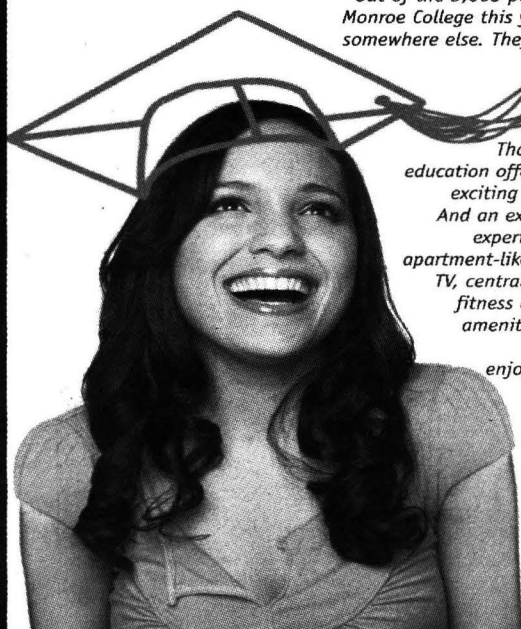
Please email all
submissions to:
rowanandrewdavid@aol.com

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Scholarship Opportunities for BCC Students

Kaplan Leadership Program

Who Is Eligible?

- Enrollment in an accredited associate's degree program in the NYC area
- Completion of 12 - 30 non-remedial college credits by the application deadline (January 14, 2010)
- U.S. citizen or permanent resident
- Current recipient of federal and/or state financial aid
- Minimum GPA of *3.25 on a 4.0 scale
- *If your GPA is below 3.25, please submit a brief statement (200 word maximum) that explains why your current GPA may not reflect your academic potential.

Requirements

- Member of an underserved or underrepresented population
- Desire to transfer to a bachelor's program immediately upon completion of an associate's degree
- If your GPA is below 3.25, but believe you are a good candidate for the program, please submit a brief statement (maximum of 200 words) explaining why your GPA may not be reflective of your academic potential.

Deadline

January 14, 2010

Amount

Up to \$3,000 per yr. (Associate's Degree); Up to \$30,000 per yr. (Bachelor's Degree)

Contact

Please visit the Scholarship Office for applications and/or additional information.
Return completed applications to the Scholarship Office in Loew Hall, Room 428.

Jack Kent Cooke Undergraduate Transfer Scholarship

Who Is Eligible?

- Be a current student at an accredited U.S. community college or two-year institution with sophomore status by December 31, 2008, or a recent graduate (since spring 2004).
- Plan to enroll full-time in a baccalaureate program at an accredited college or university in Fall 2009.

Requirements

- Have a cumulative undergraduate grade point average of 3.50 or better on a 4.0 scale (or the equivalent).
- Be nominated by his or her two-year institution. Interested students should schedule a meeting with Associate Dean Jennifer Misick and Scholarship Coordinator, Yvonne Erazo
- Have unmet financial need.
- Not previously have been nominated for a Jack Kent Cooke Foundation Undergraduate Transfer Program scholarship.

Deadline

December 18, 2009. The school deadline is different than website's deadline.
The school deadline is based on last year's deadline.

Amount

The award will provide funding for tuition room and board, required fees and books up to \$30,000 per year.

How to Apply

Visit: <http://www.jkcf.org/>

Faculty-for-Students Scholarship

The BCC Faculty Council has initiated an exciting new scholarship. Funded primarily by faculty, the Faculty-for-Students Scholarship is designed to recognize and foster academic achievement of BCC students by the people who proudly teach, advise, and otherwise interact with them. The purpose of the scholarship is to remove financial obstacles to graduation for full-time students who have completed 24 credits with a minimum GPA of 3.0. More specifically, the scholarship has been created to assist students who are not eligible for traditional sources of financial aid.

The first recipient of the Faculty-for-Students Scholarship is Mohamed N. Rinaz Ahamed. The following faculty and staff members contributed to this scholarship. Fundraising will begin in the 2009-10 academic year so that this worthwhile scholarship can continue.

John P. Athanasourelis
David R. Blot
Celeste Bullock
Nan Clark
Grace Cukras
Diane D'Alessio
Patricia Favale
Monte Gray '62
Mary Healey
Joseph Hollander
Leslie Hurley
Howard Irby
Jean Keizs
Doreen La Blanc

Carolyn Liston
John R. Morales
Stephen P. O'Neill
Georgene Osborne
Stephen Powers
Donald Read
Phyllis Read
Julia Rodas
Jean Shaddai '94
Sylvia Simon
Montrose Spencer-Bushrod
Jacqueline Swainson-Thompson
Joseph Todaro
Gerard Weber
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DECEMBER 8, 2009 FROM 12-1PM

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International initiatives represent an important component of the educational experience at Bronx Community College. Our vision is to graduate students who are prepared to live within, profit from, and contribute to a 21st century global environment marked by diversity, change, and expanded opportunities for learning and growth. Our co-curricular activities offer students and faculty unique opportunities to expand upon classroom instruction by reinforcing global learning through interdisciplinary and creative activities that will help prepare our students for an internationally complex environment.

This year, many academic departments and BCC centers have agreed to work together by identifying themes related to course material that they would like to highlight through co-curricular activities. These themes that are listed to the right offer the framework for the 2009-2010 academic year global activities which should serve as an important resource for both students and faculty. We hope that you will support and enjoy these events throughout the year.



Global Perspectives

Co-Curricular Activities
2009-10

Themes

- WWII** World War II and Its Aftermath
- GA** Global Awareness, Tolerance and Understanding
- ES** Environment and Sustainability
- HIV** HIV, AIDS and World Pandemics
- SC** Society and Culture
- I** Immigration
- IS** International Students

FALL 2009

SEPTEMBER

Tuesday, 9/1

WORLD WAR II COMMEMORATION • WWII

Meister Lobby/9am-5pm

An all-day tribute to the victims of the war on the 70th anniversary of the war's outbreak. Please join us in commemorating this important event.

Coordinated by Dr. Robert Maryks, Department of History

WORLD WAR II COMMEMORATION RECEPTION • WWII - BY INVITATION ONLY-

The Consulate General of the Republic of Poland in New York will host a reception, joining BCC in the commemoration of the outbreak of the Second World War.

Coordinated by Dr. Robert Maryks, Department of History

Thursday, 9/3

KANAL (1957)

A FILM BY ANDRZEJ WAJDA • WWII (OCD)

Begrish Hall, Room 228/12-2pm

95 minutes.

Moderators: Dr. Vava Rocznik, Department of History, and Dr. Timothy Sedore, Department of English

Thursday, 9/17

MAINTAINING F-1 AND J-1 STATUS • IS

Loew Hall, Room 200/12-2pm

A workshop for BCC's international students about the rules and regulations set forth by U.S. Citizenship and Immigration Services on maintaining legal student status.

Coordinated by Ms. Martha Charles-Glenn, Director, International Students Office

Thursday, 9/24

INTERNATIONAL COFFEE HOUR • IS

Loew Hall, Room 200/12-2pm

Please join us every last Thursday of each month to make friends, get involved, and start the weekend. The coffee is free!

Coordinated by Ms. Martha Charles-Glenn, Director, International Students Office

INTERNATIONAL DAY OF PEACE • GA (OCD)

Schwendler Auditorium/12-2pm

This multi-dimensional event celebrates peace with speakers, art, poetry, and a book signing for conscientious objectors.

Coordinated by Dr. Julie Bolt and Dr. David Blot, Department of English

OCTOBER

Thursday, 10/1

BONHOEFFER (2005)

A FILM BY MARTIN DOBLMEIER • WWII (OCD)

Begrish Hall, Room 228/12-2pm

93 minutes.

Moderators: Dr. Vava Rocznik, Department of History, and Dr. Timothy Sedore, Department of English

Monday, 10/5

BEYOND GENOCIDE • GA (OCD)

Colston Hall, Lower Level/All Day

Speaker Amy Fagin uses illumination panels to discuss halting genocide and promoting world peace.

Coordinated by Dr. David Blot, Department of English

Thursday, 10/8

WHERE I COME FROM • GA (OCD)

Colston Hall, Lower Level/12-2pm

BCC students learn about the international backgrounds of BCC faculty and staff in an informal setting.

Coordinated by Ms. Sahana Gupta, Office of the President; Ms. Barbara Schaler-Peleg, National Center

for Educational Alliances; and Professor Andrew Rowan, Department of English, and National Center for Educational Alliances

Thursday, 10/15

SOLAR DAY • ES (OCD)

This event will be held near the new

demonstration solar roof. Meet in front of Begrish Hall at 12pm

Students will have an opportunity to touch a solar panel to see how it works and learn about the importance of solar energy in a global context.

Coordinated by Dr. Claudio Mazzatenta, Department of Biology and Medical Laboratory Technology, and Mr. Luis Torres, Center for Sustainable Energy

EMPLOYMENT AUTHORIZATION • IS

Loew Hall, Room 200/12-2pm

This workshop on Employment Authorization (CPT/OPT) will inform students on how they can apply for off-campus work authorization. It is geared towards students who have at least one year of matriculation at Bronx Community College.

Coordinated by Ms. Martha Charles-Glenn, Director, International Students Office

Friday, 10/23

SUSTAINABILITY ACROSS THE CURRICULUM • ES

Center for Teaching Excellence/11am-1pm

Dr. Claudio Mazzatenta will share his experiences from the Salzburg Global Seminar, *Greening the Minds: Universities, Climate Leadership, and Sustainable Futures*. Possibilities for developing partnerships with other national and international universities will be discussed.

Dr. Claudio Mazzatenta, Department of Biology and Medical Laboratory Technology

Tuesday, 10/27

MODERN DANCE UNDER THE SWASTIKA - WHO ROSE, WHO FELL, WHO FLED, AND WHY • WWII

(OCD)

President's Conference Room/Language Hall /

12:15-1:15pm

This presentation and discussion will include slides presented by Dr. Suzan Moss, Department of Health, Physical Education, and Wellness

Wednesday, 10/28

SURVIVING GENOCIDE • WWII (OCD)

Location to be determined/12-2pm

Meeting with Irving Roth, the author of the

Holocaust memoir *Bondi's Brother*.

Coordinated by Dr. Timothy Sedore, Department of English

Thursday, 10/29

INTERNATIONAL COFFEE HOUR • IS

Loew Hall, Room 200/12-2pm

Please join us every last Thursday of each month to make friends, get involved, and start the weekend. The coffee is free!

Coordinated by Ms. Martha Charles-Glenn, Director, International Students Office

NOVEMBER

Thursday, 11/5

SECRET LIVES

A FILM BY AVIVA SLESIN • WWII (OCD)

Begrish Hall, Room 228/12-2pm

Hidden children and their rescuers during World War II (2003). 90 minutes.

Moderators: Dr. Vava Rocznik, Department of History, and Dr. Timothy Sedore, Department of English

Monday, 11/9

POST-WAR NEW WORLD ORDER PANEL • WWII

(OCD)

Colston Hall, Lower Level/12-2pm

A discussion will address the global impact of the

Second World War in the commemoration of the 20th anniversary of the fall of the Berlin Wall.

Moderated by Dr. Simon Davis, Department of History

Panelists:

- Dr. David Gordon, Department of History ("America First: The Anti-War Movement and the Second World War")

- Dr. Julia Miele Rodas, Department of English

("Disposable Lives: The Short Road from Euthanasia to the Holocaust")

- Dr. Sandra Tarlin, Department of English ("Global Tremors, Lost Worlds: Why So Many Americans Turned to Polish Poetry Post 9/11")

EXHIBITION - SACHSENHAUSEN & DACHAU:

THE ARREST AND INTERNMENT OF POLISH ACADEMICS DURING WORLD WAR II • WWII

Colston Hall Lobby/12-2pm

Presentation of the archival material on the internment of Polish professors in Sachsenhausen and Dachau, as well as how their arrest fits in with the broader Nazi project of exterminating the best-educated members of Polish society during the war.

Curators: Dr. William deJong-Lambert, Department of History, and Profs. Roni and Mary Jo Ben-Nun, Department of Art and Music

Tuesday, 11/10

ALTERNATIVE ENERGY VEHICLE DAY • ES (OCD)

Time and place to be confirmed

Students will have the opportunity to learn about alternative energy vehicles and how they operate. The session will take place at BCC's Automotive Technology facility, which houses the only such program offered within CUNY.

Presenter: Professor Clement Drummond, Automotive Technology Program

Coordinated by Dr. Claudio Mazzatenta, Department of Biology and Medical Laboratory Technology, and Mr. Luis Torres, Center for Sustainable Energy

Thursday, 11/12

GLOBAL AWARENESS DAY • GA (OCD)

Begrish Hall, Room 228/12-2pm

This presentation is designed to help future teachers think about how to develop global awareness in Early Childhood/Childhood Education courses.

Coordinated by Professor Diane D'Alessio, Department of Education and Reading



Tuesday, 11/17

International Education Week

GLOBAL AWARENESS WORKSHOP • GA

FACULTY & STAFF ONLY

Center for Teaching Excellence,

Philosophy Hall, Lower Level/12-2pm

The results of recent departmental surveys about how academic disciplines are engaging students with global issues will be discussed along with the proposed global learning objectives.

Presented by Dr. Nancy Ritze, Institutional Research and Planning, and Dr. Julie Bolt, Department of English

IMMIGRATION PANEL • IS

Colston Hall, Lower Level/12-2pm

The panel will include, among others, experts from the departments of Social Security, Custom and Border Protection, and Motor Vehicle Experience, and immigration attorney Eugene Goldstein addressing how their services may benefit international students and undocumented persons.

Coordinated by Ms. Martha Charles-Glenn, Director, International Students Office

CITIZENSHIP APPLICATION ASSISTANCE DAY • IS

Colston Hall, Lower Level/3-6pm

The International Student Office will collaborate with the CUNY Citizenship and Immigration Project to host a free Citizenship Application Assistance Day to help individuals who meet the eligibility requirements to file the N-400 naturalization application.

Coordinated by Ms. Martha Charles-Glenn, Director, International Students Office

Thursday, 11/19

International Education Week

STUDY AND VOLUNTEER ABROAD FAIR • GA (OCD)

Colston Hall, Lower Level/12-2pm

Learn about the programs and scholarships available and meet students who have already participated in similar international programs. Coordinated by Ms. Barbara Schaler-Peleg, National Center for Educational Alliances, and Professor Andrew Rowan, Department of English, and National Center for Educational Alliances

DECEMBER

Tuesday, 12/1

WORLD AIDS DAY • HIV (OCD)

Meister Lobby /11am-2pm

Participating departments (Health and Physical Education, Biology, and Nursing) will offer

students information about HIV/AIDS and the global impact of this virus.

Coordinated by Professor Charmaine Aleogh, Department of Health, Physical Education and Wellness

Thursday, 12/3

GRAVE OF THE FIREFLIES (1988)

A FILM BY ISAO TAKAHATA • WWII (OCD)

Begrish Hall, Room 228/12-2pm

88 minutes

Moderators: Dr. Vava Rocznik, Department of History, and Dr. Timothy Sedore, Department of English

TRAVELING OUTSIDE THE US WITH THE F-1 AND J-1 VISAS • IS

Loew Hall, Room 200/12-2pm

After every semester, international students often want to travel back to their home country to visit family and friends. This workshop discusses the necessary steps that these students will have to take before boarding a flight in order to prevent denial at re-entry, even if students' F-1 & J-1 visas are still valid.

Presented by Ms. Martha Charles-Glenn, Director, International Students Office